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ABSTRACT

This paper discusses a study of student-teacher discourse during the process of portfolio assessment in a college reading assessment course. Data were collected during one semester in which portfolio process was one means of student assessment. The portfolio process allowed students multiple opportunities to reflect in written and oral formats. It consisted of student goal setting, teacher modeling, whole class and peer sharing, student-teacher conferencing, reflection, and self-evaluation. Students tutored at-risk fifth grade readers, wrote and reflected upon lesson plans, and shared or received information from instructors. Data collection included audiotaping portfolio sessions and oral discourse during class sessions and gathering written tutoring reflections, peer conference reflections, portfolio contents, midterm exams, and final exams. This paper highlights one student's discourse. The student's audiotaped discussions were coded, and the results indicated that the student's portfolio conference contained a balance of teaching and assessing which allowed him to maintain control of the conference. He demonstrated his proficiency in the course by referencing his own learning and his reading buddy's abilities. Throughout the conference he used various cognitive categories to weave together his conversations about learning. (Contains 37 references.) (SM)

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Student-Teacher Discourse in a College Reading Course Using the Portfolio Process: The Reflective Portfolio Conference - - - A Conversation about Learning

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The Reflective Portfolio Conference - - - A Conversation about Learning

Current research (Au & Mason, 1981; Cochran-Smith, 1984; Heath, 1983; Taylor, 1983) has emphasized the sociocultural impact on reading. Theorists (Bruner, 1978; Cazden, 1988; Halliday, 1978; Vygotsky, 1978) studying language and its relationship to learning have supported the social nature of learning. As a result reading theory has shifted from the teaching of discrete skills to a process of constructing meaning within a social context.

This shift in the teaching of reading has changed the thinking about assessment in reading (Au, 1994; Calfee & Hiebert, 1991; Heath, 1991; Taylor, 1990; Valencia, 1990). Current discrete skill testing practices are a mismatch for current theory of teaching reading as a constructive process. To expand the range of skills and knowledge assessed by the teacher, Valencia (1990) suggests an assessment which links the teaching/learning process.

Portfolio assessment, multiple evidence collected over time in relevant settings (Paulsen, Paulsen, & Meyer, 1991; Valencia, 1990; Wolf, 1989), provides a dynamic view of assessment that may provide the link between teaching and assessment. Barton and Collins (1993) suggest that teacher education programs use portfolio assessment as a means of introducing prospective teachers to a new instructional technique. Additionally, Darling-Hammond (1990) promotes the role that evaluation can play in improving instruction in the classroom. Although portfolio assessment has received more attention at

all levels of education than any other alternative assessment (Bird, 1990; Ford, 1994; Wolf, 1989), the research is often limited to the study of the portfolio as a product (Barton & Collins, 1993; Hill, Kamber, & Norwick, 1994; Wheeler, 1993; Wolf, 1991).

Hamm and Adams (1992) promote the process of portfolio assessment as a meaningful educational experience. The portfolio process includes: goal-setting, teacher modeling, authentic experiences, formal and informal conferencing with peers and teachers, written reflections, portfolio construction, and self-evaluation (Paulsen, et al, 1991; Valencia, 1990; Wolf, 1989). Instructor and student discourse which occurs within this process is critical to understanding the process. Studying the discourse sheds light on: (a) the instructor's teaching of the process and the course curriculum, (b) the student's understanding of the process, and (b) the student's ability to articulate his/her learning of the course content.

In the past classroom studies of teaching have revealed teacher dominated instruction (Durkin, 1978/1979; Flanders & Amidon, 1967). Mehan (1979) identified a fixed format of teacher initiation followed by a response and ending with a teacher evaluation (IRE). This fixed format promoted the teaching of discrete skills and questioning that required memorization and recall of facts. This type of limits the amount of student talk in the classroom and limits the instruction to what the teacher wnats to teach. The dialogue that occurs between the student and the more competent peer

during the teaching-learning process is critical to knowing what the student already knows and what the student needs to learn (Vygotsky, 1978). Classroom discourse that extends beyond the IRE pattern and that models conversation outside of the school is suggested for today's classrooms (Cazden, 1988, Rogoff & Wertsch, 1984; Wells, 1986; Wood, 1988)

The portfolio process gives the student multiple opportunities to reflect in written and oral formats. Opportunities for reflection within the portfolio process create conversations which extend beyond the IRE pattern. Reflection, the main source of student self-assessment in the portfolio process, gives pre-service teachers multiple opportunities for conversations about their teaching and learning. The reflection pieces can create conversations beyond the IRE pattern, however, the content of the conversation may not reveal any more information about the learner than the IRE pattern reveals. The instructor using the portfolio process needs to be able to "listen" to the reflective conversations, written and oral, in order to ascertain: (a) the student's focus of learning and (b) whether or not the student's conversation contains discourse that goes beyond the recalling of facts.

In this AERA roundtable discussion, I report some of the findings from a larger study on the portfolio process which is my dissertation. At the end of the paper a few examples from one student's portfolio conference that is held at the end of the semester in

the college reading course are discussed. In order to more clearly understand this portion of the study, an overview of the entire study is necessary.

Overview of the Study

The qualitative design of this study is supported by the assumption that qualitative research is concerned with process rather than product (Bogdan & Biklen, 1992). Case study is "useful in presenting basic information about areas of education where little research has been conducted" (Merriam, 1988, p. 27). This case study consists of an explanation of the discourse of the portfolio process in a college reading assessment course with the instructor as the focus and then the discourse of six college students who experience the process. Case study was particularly suited for this study because the phenomenon (discourse) could not be studied without the context.

The data were collected during the entire fall semester of a college level reading assessment course in which the portfolio process was used as one means of assessment for the college students. The data collection contains both oral and written documents. Oral discourse was obtained by audiotaping whole class sessions held on Tuesday, a partial whole class session on Thursday, and a portfolio conference at the end of the semester. Written discourse was obtained by photocopying written tutoring reflections, written peer conference reflections, portfolio captioning and contents, a midterm examination, and a final examination.

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In this college reading course the portfolio process consisted of several elements: (1) student goal-setting, (2) teacher modeling, (3) whole class and peer sharing, (4) student-teacher conferencing, (5) reflection, and (6) self-evaluation. The students attended a whole class session in which the teacher taught the course contents concerning reading assessment strategies. A second goal of the whole class session was to provide an explanation of goal setting, peer conferencing, lesson planning for tutoring, and portfolio construction and captioning, elements of the portfolio process. On Thursday the college students spent the first fifteen minutes of class sharing or receiving further information from instructor. During the last forty-five minutes of the class the students had a hands-on learning experience in which each of the students tutored an at-risk fifth grader in reading (Reading Buddy, RB). The college students were required to write the lesson plan for each session and then write a reflection of the session afterwards. Reflections were turned in at the following class and the instructor read and responded to the reflections.

During the data collection phase of the study all students taking the course (N=27) were considered to be participants. Due to the plethora of data collected several methods were utilized to reduce the data. Students who did not fulfill the course requirements were eliminated immediately. Since the phenomenon in this study is the investigation of the discourse, the remaining the language of the remaining students became the focus for the elimination process. Several methods were developed that had greater focus on the language.

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Initially, Halliday's (1975) description of the natural language learning process was deemed appropriate to identify the participants to be reported in this document. Researchers (Applebee & Langer, 1983: Langer, 1984) utilized his model of language learning as a means of studying language interaction in classroom settings. They generalized the five criteria of intentionality, appropriateness, structure, collaboration, and internalization from the natural language learning process in the classroom. These criteria were adapted to the language of the portfolio process. These two methods eliminated all but ten of the college students (See Appendix 1 for Criteria adaptation Chart).

The remaining ten students were sorted according to the focus of learning that they revealed in the discourse of the portfolio conference. (Focus of Learning categories are discussed further in the methodology.) There were six focus of learning categories. Each category was represented by at least one of the final participants. When a category had more than one participant, the discourse of the portfolio conference was analyzed to identify the student who used language that included all levels of Bloom's Taxonomy (1956). These students were considered to be exemplars for their category.

In this paper, I will provide examples of the discourse of one of the students. Mitch used discourse that integrated teaching and assessing (learning) in all of levels of Bloom's Taxonomy (1956). The majority of his focus of learning (56%) is on himself and his reading buddy. Through his discussion of his learning there is evidence of self-evaluation at the beginning of the course, as well as at the end of the course.

Methods

The analysis of the data was conducted in three phases around the research questions which drove the study. Protocols of the various settings of the portfolio process were examined to investigate the following questions:

1. What are the patterns of discourse that characterize teaching, learning, and assessing a college reading course using the portfolio process?

2. Is there evidence of patterns of student discourse that demonstrate integration teaching and learning in a college reading course using the portfolio process?

3. Is there evidence of patterns of student discourse that demonstrate growth from other-evaluation to self-evaluation in a college reading course using the portfolio process?

After three months of discussions with a peer consultant decontextualizing and recontextualizing the data it was ascertained that in order to maintain the context of the discourse the data needed to be organized into conversations. Delineating the conversations consisted of developing context codes. The context codes that were established with the assistance of a peer consultant were: (a) an event code (setting of the conversation), (b) activity code (individual's purpose during this particular setting (c) content code (course goal), and (d) descriptive code (topic of the conversation). Each conversation was labeled as an episode (See Appendix 2 - Coding Map 1 for specific categories within the codes).

Within each episode, the conversation was divided into discourse units. The discourse units could range from one word to several pages of text. The discourse codes that emerged were defined were: (a) participant code (who was talking), (b) purpose code (why was the person talking), (c) strategy code (how the talk was accomplished), (d) cognitive code (the extent of the thinking displayed in the talk), and (e) focus of learning (who/what the talk was about) (See Appendix 3 for Coding Map 2).

During the first phase of the analysis all discourse in each of the settings of the portfolio process were analyzed to determine the patterns of discourse that characterized teaching, learning, and assessing across all settings of the portfolio process. The themes, patterns, and categories were identified. Each of the categories was operationally defined and examples were extracted from the text (Definitions are provided in the larger text). Summary charts were developed for each of the student participants.

The second phase of the analysis process identified the integration of teaching and assessing as the individual's learning. This phase of the analysis focused on the student participant to determine the extent of the individual's integration of teaching and assessing. Each student's discourse was coded and then percentages for each of the categories were determined. The participant's cognitive discourse was placed on summary chart.

The third phase of the analysis consisted of examining each student's discourse for evidence of movement from other-evaluation to self-evaluation. The events used for this phase of the analysis were tutoring reflections, peer conference reflections, the portfolio conference, and the portfolio captioning. The units of other-evaluation and self-evaluation were counted and placed on a chart in order to compare the other-evaluation to the self-evaluation (These are not presented in this paper).

Constant comparative (Glaser & Strauss, 1967) was used throughout the analysis allowing the categories, themes, patterns to emerge. Findings of the analysis of each setting were compared across settings and across participants to determine final themes, patterns, and categories. Inter-rater reliability is currently being established.

Overall Findings about the Discourse

The themes that were identified for teaching, learning, and assessing were choices, experiences, and decisions respectively. The discourse patterns revealed that teaching was commonly accomplished through some type of modeling, that assessing was accomplished by reflecting, and that learning was accomplished by constructing one's experiences. Further, the individual is always referencing learning (experience) whether the individual is teaching or assessing. Thus, the teaching and assessing are woven together (constructed) through the conversations about learning.

Five strategies emerged when the individual was teaching. Five strategies emerged when the individual was assessing. Twenty-three cognitive codes emerged as

ways of constructing one's learning. Six categories emerged as the focus of learning codes. (See Coding Map 2 for specific categories within the codes). Operational definitions were devised and refined by the researcher with the assistance of a peer consultant.

General Discussion

The variety of events in the portfolio process give the student several opportunities to formulate his/her thinking on a given area. These multiple opportunities to perform are critical to the student's thinking (Barnes, 1995). The multiple opportunities provide rehearsals for the student, so that the student works toward a final performance. The student's reflections, after tutoring and peer conferences and during portfolio captioning and the portfolio conference, provide these multiple opportunities. Using the portfolio process also provides a dynamic view of the student's learning.

Since there is greater dialogue for the student, the instructor can view the student's learning and then assist the student in a-manner that is closer to the student's zone of proximal development (Vygotsy, 1978). As the conversations occur throughout the portfolio process, the instructor can provide feedback in the form of confirmations, coaching, and redirecting. The instructor needs to learn to "listen" to the student's reflection in order to determine the student's cognitive level of understanding of the curriculum and his/her focus of learning.

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The instructor's awareness of the cognitive level of the student's conversation concerning his/her learning is a significant factor. While listening to the student's conversation, the instructor needs to identify the extent of language involved. Is the language falling within the lower levels of Bloom's Taxonomy (1956) or is the student able to extend beyond the knowledge level to levels of increased critical thinking? Clearly, the instructor must identify when the student is regurgitating what s/he has said and when the student is using his/her own words and to demonstrate understanding.

The second consideration that needs to be given to the student's language is his/her focus of learning. If we agree that the goal of the portfolio process is for the student to be able to self-assess and to take ownership of his/her learning, then we must be able to identify that this is occurring throughout the process. Therefore, through the various conversations it is important to identify if the student is actually focusing on his/her learning. This awareness is essential because it is possible for the student to use think critically about the course content and at the same time never talk about his/her learning. Clearly articulating the task becomes an important issue to address when using the portfolio process. The student needs to know that the goal is about his/her learning and that learning is more than memorization or identification.

Finally, any participant in the portfolio process may exhibit the discourse of teaching, learning, and assessing. This finding is unlike the IRE pattern in which the teacher usually does the teaching and the assessing while the student is only responsible

pattern is prevalent, the instructor may dominate the classroom talk (whole class sessions) with limited opportunities for student talk. However, with the use of the portfolio process the student talk dominates the tutoring reflection, the portfolio captioning, the peer conferences, and the final portfolio conference.

Discussion of One Participant's Portfolio Conference

Mitch

Mitch entered the course with "a little" experience making a portfolio. He described himself as having "no actual experiences - only minimal classroom discussion." The student indicated that he felt confident using the semantic web, KWL, retelling, and think aloud (the last three were also a part of the assessment aspect of this course). Mitch had a variety of experiences with elementary students prior to this class including baby-sitting, teaching Sunday school, observing in classrooms, tutoring and working with individual children. When working with an at-risk reader, he worried that he would not see "the individual's specific need." The easiest part of the experience was "being motivated to participate." He was "really excited about this class, especially since all of my other classes have been campus-based." Mitch was scheduled to student teach the following semester so he was at the end of his education courseware.

Mitch appeared to be an avid student from the beginning of the class. He was engaged in the lessons, was seen taking notes, and shared information during class

discussions. He met with his reading buddy in the professional development classroom every time and was often seen participating in the activity that the reading buddy was doing. Toward the end of the experience Mitch and another college student deemed it appropriate that their fifth graders work together for parts of the lessons.

Portfolio Conference

Mitch's portfolio conference contained seventeen episodes. Twelve of these episodes concerned his course goals. Episode 1 explained why he had twelve goals, episode fourteen discusses his plans for right now, episode fifteen discusses his view of himself as a teacher, episode sixteen is a summary of his learning, and episode seventeen discusses his decision about his grade for the course. Episodes fifteen and sixteen were specific to Mitch's portfolio. His portfolio captioning contained fifteen episodes which only excludes the opening and closing episodes that are part of the portfolio conference format. His captioning is lengthy and discusses each of the items in at great length.

The goals that Mitch created for himself were very intentional. His use of adjectives and adverbs to create goals that were specific to his needs demonstrates this intentionality. The specificity of the goals leads one to believe that the student has taken ownership of his learning. His goals are written with his specific needs in mind. (See Appendix 6 for a copy of his goals). There were four categories in which students were to make goals. They were instructed to have two goals in each, however, Mitch has gone his own direction and has 12 goals.

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During the portfolio conference Mitch had a total of 63 times that could be categorized as teaching or assessing. Thirty-five of those times he was teaching and 28 of those times he was assessing. According to the events code the student's primary activity during the portfolio conference is to teach the instructor about his/her learning, Mitch has spent the majority of his time teaching. Although the minor purpose is to assess, he has spent 43% of the time assessing which is a relatively large amount. The closeness of the percentages indicates that the experiences (learning) are woven into the teaching and assessing conversations in a fairly balanced manner. (See Appendix 4) Mitch also used a variety of cognitive strategies to discuss his learning (See Appendix 5).

The instructor has 55 turns during the conference which is a large amount considering that the student should be in control of the portfolio conference. However, 56% of those turns consist "MMHMMM" which is used in conversation to let the speaker know that you are listening. There are 18% of the turns when the instructor makes incidental remarks that also just come in conversation but so not have significance to the conference. Thirteen percent of the turns are used to confirm the student and only the remaining 12% are used to teach or to question the student. Thus, despite the large percentage of teacher turns the student has maintained control of his conference through more extensive conversation.

Mitch was identified as the exemplar student whose focus of learning the majority of the time was in the Reading Buddy and College Student category (58%). As he discussed each of his goals, Mitch referenced both his learning and his reading buddy's learning the majority of the time. The following are examples of some of Mitch's discourse during the portfolio conference.

Example 1: Goal 1 - Segment 7

> "And I thought that [word list] was really important because it gave me a lot of first clues to how he read through words and what he had trouble with. Actually it was more of a miscue to me than the miscue because it helped me figure out well you know why isn't he getting the word. He doesn't feel confident with those letters because he's skipping that word and going on to the next one and that kind of thing ..."
> [[[Discourse Codes = S/ASSG/REA/EXAM/RB&CS]]]

As you listen to Mitch discuss the use of the word list, you can hear that he is examining not only how his student has done, but he is also demonstrating his ability to interpret its meaning for himself by making the comparison of the word list to the miscue analysis. Through this comparison the student is indicating to the instructor that he is using the word lists to help him get a beginning understanding of the types of miscues that the student makes. Mitch's evaluation of the results of the word list was that the word list was "important" as a means of identifying basic understanding of the reading buddy's phonetic abilities.

Example 2: Goal 1 - Segment 11

> "That helped me know that when he reads for a purpose he reads a lot more fluently. I can tell that he wasn't stumbling over the words . . . because he wanted to get it done so that he could eat them so it was okay, okay . . ." [[[Discourse Codes = S/ASSG/REA/JUST/CS&RB]]]

In this segment Mitch is referring to making rice krispy treats. The college student was preparing the treats according to the directions that the student was giving. Here, he examined the reading buddy's reading ability in terms of purpose of reading. He attributes the reading buddy's fluency to having a purpose for reading. Mitch uses his reasoning to justify this statement by explaining that he was not stumbling because he wanted to eat the treats. In this segment Mitch has discussed his student's abilities while at the same time demonstrates what he knows about fluency and how purpose can effect the fluency.

The instructor follows up this student conversation with some other comments that are incidental to the topic. However, on the fourteenth turn the instructor provides some more information and Mitch responds to the instructors comment with:

Example 3: Goal 1 - Segment 15

> "Yeah that's right [to the instructor] and he also was more willing to try to figure the word himself because I was busy doing something so it wasn't like - - - uhh come over here I can't do it. He figured it out because I said I'm stirring marshmallows."[[[Discourse Codes = S/ASSG/CON/APPR/CS&RB]]]

Mitch confirms the instructor's comment concerning the student's participation in the activity and its purpose. He confirms the statements and then elaborates on the reason that he believes that his student is being more successful. He explains his belief by using his actions and the student's actions to make the explanation more meaningful.

Example 4: Goal 2 - Segment 12

> "And I learned a lot from that [newspaper sportscaster used as retelling] actually that that is not necessarily the best way to do a retelling because it was hard for him to keep up with all the facts that are included in journalism that it would be better for him to do it with a narrative which I did later with The Three Little Pigs."[[[Discourse Codes = S/ASSG/RED/PROP/RB&CS]]]

In this segment the student is again displaying his knowledge and understanding of the use a retelling while at the same time discussing what the reading buddy is able to do. The student has evaluated the use of the retelling and states why this may not have been valid for his student. The student's use of the words "to keep up with all the facts" and then stating that The Little Pigs was used later infers that the student has an understanding of what the student needs to be able to do. In this case the student has chosen to provide a text that he deems more appropriate, so he has redirected his thinking and proposed an alternate way to evaluate the student.

Example 5: Goal 8 Segments 1, 3 & 4 (Segment 2 is the Instructor)

1 This is a real broad goal but it is something that I think is important so I included it [[[Discourse Codes = S/ASSG/RAT/OP/CC]]]

3 Just that I can encourage --- that I can communicate to children in an encouraging was instead if a negative way. [[[Discourse Codes = S/TCHG/INF/EXP/CS]]]

4 I included basic conversations that RB and I had and also the story that I wrote for him because he wrote a story that we put on a bookmark. So wrote him a story back. I wanted him to know that he was important enough for me to write a story.
[[[Discourse Codes = S/ASSG/REA/JUST/CS&RB]]]

This segment demonstrates that Mitch moves back and forth between the teaching and the assessing process. He begins by assessing by giving an opinion of the importance of the goal. Then goes on to teach the instructor what the goal is by giving an explanation. Finally, he assesses whether or not he has accomplished the goal by justifying the completion of the goal. The goal is justified by using himself and the reading buddy. Their conversations and work demonstrate his success. As you listen to this portion of the conversation the student moves back and forth between what he did and what his student did.

Example 4: Goal 10

This example represents and entire conversation about one goal. It gives the student discourse and the teacher discourse. The entire text is shown to provide an example of how that a conversation might move during the conference.

1 This [[[goal]]] kind of goes along with the same thing - - - just to create a safe environment where children take risks.
[[[S/TCHG/INF/LAB/CC]]]

2 MM-HMMM

3 I basically started out with where we started which was on the couch and you know we were trying to be comfortable and just talk to each other and be friends. And then the interest inventory which really exploded into like conversation topics which was what it was supposed to do.[[[TEACHER LAUGHS]]]
[[[S/TCHG/INF/REC/CS&RB]]]

4 We did several webs which were good for RB because he - - - it was easy for him when he saw things connected and he could talk about his thoughts in a connected way. So that was good for him. It prompted him to go on. [[[S/ASSG/REA/JUST/CS&RB]]]

5 He also did - - - this is sort of a sad thing actually - - - we did our names down and we did an acrostic to tell something about ourselves and he put his in his reading journal that I gave him at the very beginning and since the second session it was gone. Anyway he said he couldn't find it. He didn't know where it was so I don't have his name poem. I do have my name and I included that because we both did ours together. [[[S/TCHG/INF/REC/CS&RB]]]

6 And I did a little - - - I didn't get to make a smaller shot at that-- [[RB's football goal poster that they had worked with]]] So I remembered what it looks like I drew it
[[[S/TCHG/INF/LAB/CS&RB]]]

7 and it is important to me. So.. [[[S/ASSG/RAT/OP/CS]]]

8 YEAH THAT'S PRETTY GOOD. THAT WAS REALLY IMPORTANT TO HIM. I THINK.
[[[T/ASSG/CON/APPR/CS&RB]]]

Mitch talks about his learning as simply as a label by identifying what the idea (1) was. In segment two he recounts what he did during the lessons. The next segment provides an assessment and a justification for his assessment of the situation. In segment 5 Mitch switches back to teaching by recounting the events that occurred between himself and his reading buddy. He identifies (label) the next item (poster picture) by telling what it is and then assesses the value of the item in regards to his student. In segment 7 he states that the poster is important to him. We can imply that its importance was enough that he drew

it so that he could remember it even though he no longer had the poster. He maintains his focus of learning on himself and his student by referring to both himself and his reading buddy.

Example 5: Goal 11 Segments 1- 8

1 I wanted to support emerging literacy by providing a literate environment [[[[Discourse Codes = S/TCHG/INF/LAB/CC]]]

2 Basically they were some ideas that were around the classroom. I thought that the caterpillar was cute and the book shelves. [[[[Discourse Codes = S/ASSG/RAT/OP/CC]]]

3 RB was really interested in the labels that were on the walls - - - you know - - - North, south, east, west. [[[[Discourse Codes = S/TCHG/MOD/STORY/CS&RB]]]

4 OH, ALL RIGHT [[[[backchanneling]]]

He came right in and noticed them. I hadn't even noticed them before. And he came in and said '*oh look - - - we know which way--north, south, east*' . . . [[[[TEACHER LAUGHS]]]] And I said '*great you noticed them*'.

5 I included a book list that I have collected. Just different books. [[[[Discourse Codes = S/TCHG/INF/REC/ CC]]]

6 Also I had a Survey of Displayed Reading Stimuli for you to go in and evaluate a child care center . . .

7 MM-HMMM

to see how much or how many resources they have up and several other things too [[[[Discourse Codes = S/TCHG/INF/EXP/CC]]]

8 What Makes Me a Good Reader Web
That's one of the first things that RB and I did together because I wanted him to know that we were working on things, but we were also seeing his strengths. So we put that up - - -
I think that would be good to put up on the wall for children. [[[[Discourse Codes = S/ASSG/REA/PROP/CS&RB]]]

In this example Mitch demonstrates again the movement from teaching to assessing. During the portfolio conference it is typical for the student to use the informing strategy for teaching. The college student used two recounts which give a listing of events

that occurred during the tutoring sessions. Since the instructor did not observe during tutoring, the recounts give the instructor a rough idea of what occurred. In the two segments in which Mitch explains the items, he creates a better understanding for the listener than the recounts. In segment five Mitch uses a story to tell about this event of his tutoring. In the story he is modeling for the teacher his thought processes and those of his student's. While assessing (segment 7) the college student explains the use of the web for his student. During this segment he uses reasoning to indicate how he determined that the web was appropriate for him. The last line of this segment turns it into a proposal because the college student has evaluated this information about the web now and places its use to a future setting. The rest of this conversation continues in a similar fashion.

Summary of Mitch's portfolio conference

Mitch provided a portfolio conference that contained a balance of teaching and assessing that allowed Mitch to maintain control of his conference with the instructor. He demonstrated his proficiency of the course by referencing his own learning and his reading buddy's abilities. Throughout the conference he used a variety of cognitive categories to weave together his conversations about his learning.

Final Remarks

My results suggest that assessing in the portfolio process can create teaching and assessing that is more closely relevant to the student's individual needs (learning).

However, this can only occur if the portfolio is considered a process and we consider all aspects of the process. If the portfolio is limited to just an end product, then we have ignored opportunities to teach to the student's needs. The student reflection throughout the process provides windows to view the student's learning. The value of the final portfolio is that it creates a "platform for conversation" during the portfolio conference. Becoming a critical listener during these conversations is of utmost importance to the teacher.

If we agree that portfolio process is a positive thing for assessment and instruction, then the challenge becomes to help teachers and students understand the process. My understanding from reading the current research is that the focus remains on grading the final portfolio contents without regard for the process or the language involved in the process. The results reported in this research often focus on arguments presented against portfolios, such as: (a) the amount of time they take, (b) the size and where to store them, (c) the contents, and (d) that students can't make "good" decisions about what should go into the portfolio.

Current research on learning deems that learning is an individual process, that it is social, and that is constructed over time. If we support this current theory of learning, then we need an assessment format that is more in alignment with learning. The portfolio process as described here seems to provide as assessment that is more consistent with current learning theory. Researchers need to continue to study the portfolio process in

light of these findings with the focus on the discourse. Teacher education programs (pre-service and in-service) that are trying to help their learners understand portfolios need to focus on the meaning of the language during the process rather than the grading of the product. The time spent throughout the process focused on the language that is used by the student is critical for the teacher to understand what to teach, what the student has learned, and how to assess the learning so that the student can participate more greatly in all of the activities.

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APPENDICES

APPENDIX I (Wickstrom, 1997)

Applebee & Langer (1983) Natural Language Learning Criteria Adapted to Portfolio Discourse

Applebee & Langer's Term	Operational Definition
Intentionality	Goals are extended beyond the four categories prescribed by the instructor. Ownership is established as the student develops goals with language that is specific. Data Used - Student goals Examples: Knowledge - Techniques and strategies to assess children Communication - How to involve parents Learning Environment - The best way to set up a classroom for effective teaching Reflection - To do a reflection everyday in order to improve
Appropriateness	Goals/tasks needed assistance to be completed. The student could not accomplish the goal on their own. Language of the goals indicate that the student has some knowledge and new learning will occur. Data Used - Student goals Examples: I would like to learn how and when to do a miscue analysis. I know how to do a running record but... I wanted to learn more about assessment strategies...
Structure	Instruction is given that helps the individual achieve the goal. Instruction could be in the form of modeling, directions, dialogue, written or oral, etc. Student is learning in the process of doing (active participation). Data Used - Class attendance, reflections turned in, completion of all ten full sessions with reading buddy Example: Student attends class to receive new information. Student turns in reflections. Student completes four assessments. Student completes full sessions with reading buddy.
Collaboration	Instructor "recasts and expands" on student's efforts. Gives credit to student's knowledge. Data Used - Reflections, class sessions Example: Student Reflection - I told him the only way he'll become a better reader is to practice by reading more books. Teacher Response - Maybe he could rehearse an easy book for several weeks, then share it with one of the lower grades.
Internalization	External scaffolding is with drawn. Instruction changes over time. Extensive use of multiple opportunities to practice language (class, reflections, conference, captioning in portfolio). Data Used - Conference transcript, conference audiotape, reflections Examples: Student controls conference. Student does not opt to take the final exam. Fewer teacher comments on students reflections. Student develops new goals

APPENDIX 2 (Wickstrom, 1998)

CONTEXT CODES

EVENT CODES

- ORAL DISCOURSE
- WHOLE CLASS TUESDAY
- WHOLE CLASS THURSDAY
- PORTFOLIO CONFERENCE
- WRITTEN DISCOURSE
- TUTORING REFLECTIONS
- PEER CONFERENCE REFLECTIONS
- TEACHER COMMENTS
- PORTFOLIO CAPTIONING
- MIDTERM EXAMINATION
- FINAL EXAMINATION

ACTIVITY CODES

- TEACHING
- LEARNING
- ASSESSING

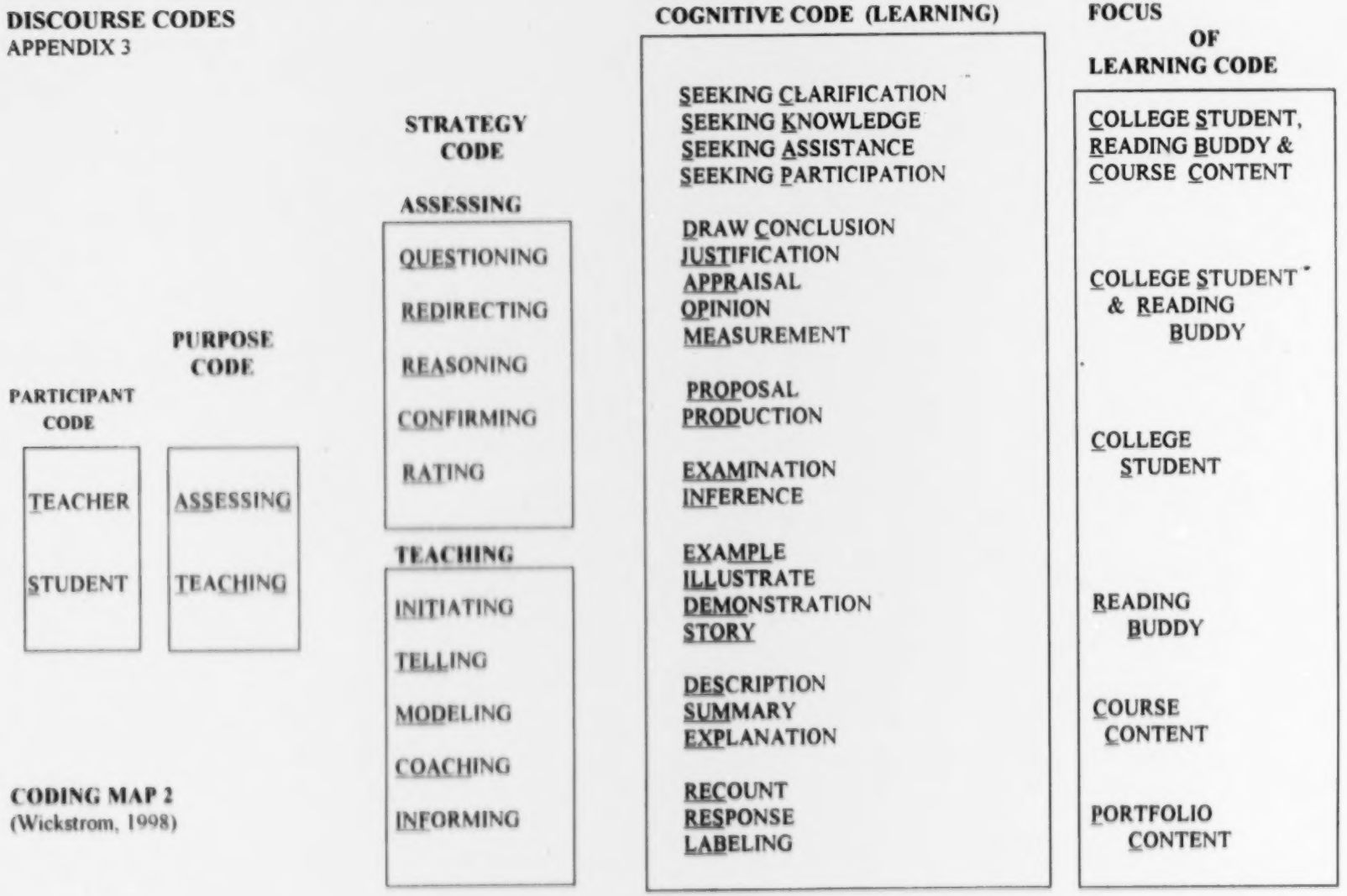
PURPOSE CODES

- KNOWLEDGE
- COMMUNICATION
- LEARNING ENVIRONMENT
- REFLECTION
- PORTFOLIO PROCESS

DESCRIPTIVE CODES

- READING
- WRITING
- ASSESSMENT STRATEGIES
  - THINK ALOUD
  - MISCUE ANALYSIS
  - KWL
  - WORD LIST
  - RETELLING
  - INTEREST INVENTORY
- BOOKS
- PEERS
- PARENTS
- CLASSROOM TEACHER
- READING BUDDY
- COLLEGE INSTRUCTOR
- LETTER
- PHONE CALLS
- NEWSLETTERS
- ARTICLES
- PHYSICAL
  - ROOM ARRANGEMENT
  - PRINT RICH
  - CENTERS
- EMOTIONAL
  - WARM, SAFE
  - TRUST
- INTELLECTUAL
  - MATERIALS
  - BOOKS
- SOCIAL
  - GROUPINGS
  - COLLABORATION
- TUTORING
- REFLECTION
- GOAL SETTING
- COLLABORATION
- PORTFOLIO
  - CONSTRUCTION
  - CAPTIONING
- SELF-EVALUATION

DISCOURSE CODES
APPENDIX 3



CODING MAP 2
(Wickstrom, 1998)

Strategy	Epi 2	Epi 3	Epi 4	Epi 5	Epi 6	Epi 7	Epi 8	Epi 9	Epi 10	Epi 11	Epi 12	Epi 13
Assessing	**4**	**6**	**1**	**2**	**1**	**3**	**2**	**1**	**2**	**3**	**3**	**0**
questioning												
redirecting						1						
reasoning	2	5	1		1	1	1		1	3	2	
confirming	1	1		1								
rating	1			1		1	1	1	1		1	
Teaching	**3**	**5**	**1**	**4**	**1**	**3**	**1**	**2**	**4**	**1**	**8**	**2**
initiating												
telling												
modeling						1			1		1	
coaching												
informing	3	5	1	4	1	2	1	2	3		7	2

Appendix 4 Table 1 Summary of Teaching and Assessing for Mitch (Wickstrom, 1998)

Cognitive	EPI 2	EPI 3	EPI 4	EPI 5	EPI 6	EPI 7	EPI 8	EPI 9	EPI 10	EPI 11	EPI 12	EPI 13
DC					1					1		
JUST		4	1			1	1		1			
APPR	1											
OP	1	1		2		1	1	1	1		1	
MEAS												
PROD												
PROP		1									2	
INFER												
EXAM	1					1				2		
STORY									1		1	
EXMPL												
ILL						1						
DEMO												
SUM												
DES		1		1								
EXP	2	1		2	1	1	1	1			2	1
REC	1	2	1	1		1			1	1	2	
RES												
LAB								1	2		3	1

Table 2 Summary of Cognitive Codes used by Mitch
(Wickstrom, 1998)

My (Mitch) Goals as a Teacher

- I want to be able to choose from a broad base of performance and standard assessment.
- I want to be able to appropriately match an assessment with a skill or learning task.
- I want to effectively organize a portfolio in a genuinely instructive/representative manner.
- I want to see how effectively the ____ (test name) shows what a child understands.
- I want to use assessment to see the discrepancy between what the child knows and what he thinks he knows.
- I want to be able to keep open communication with parents in a way that involves them in their child's learning and encourages more open communication between child and parent.
- I want to successfully contribute to team planning and sharing ideas with other educators.
- I want to respectfully communicate with my students in a challenging, encouraging way.
- I want to create and maintain a safe environment where my students can trust me with their ideas, feelings, and thoughts.
- I want to create and carry out a lesson plan that flows and has meaning for my students.
- I want to support my students' emerging literacy by providing a literate environment and encouraging growth through practice.
- I want to see personal growth through reflective thinking and keeping a record of ideas and principles I deem important.